

“Shape of Mind”

Emotional Literacy Curriculum Package for PSE in Schools



Shape of Mind

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Rationale / Foreword

Who

The following education programme was developed by the Shape of Mind team within NHS Forth Valley, and with support from staff from Child & Adolescent Mental Health Services (CAMHS), and Clackmannanshire, Stirling and Falkirk Councils.

Why

The Shape of Mind team were approached to provide materials to support teachers delivering mental and emotional wellbeing elements of the PSE curriculum. The site itself offers access to useful resources, and providing a structured way for young people to explore the site helps them to get the most out of the site.

How

This resource was designed and developed in collaboration with professionals in mental health services and education. In line with best practice, it was written to follow the Curriculum for Excellence (2009) – specifically to address Health and Wellbeing Outcomes and Experiences, which are responsibilities for all.

Introduction

Aims

This curriculum pack is intended to be a resource for teachers to use within Personal & Social Education (PSE). Embedded within it are the Health and Wellbeing Experiences and Outcomes that can be found within Curriculum for Excellence (2009). It is structured and designed in a way that will stimulate thought and discussion amongst pupils; engaging them with interesting and emotionally relevant content. Activities presented in this workbook are intended to challenge pupils to better understand and appreciate the role that feelings and emotions have, both for themselves and for those around them.

It is intended to prepare pupils for the future, offering them the opportunity to learn more about emotions; mild to moderate mental health problems and strategies to prevent, cope with, or overcome such issues. They may also be better equipped to engage with and support others who experience such difficulties.

The activities broadly focus on the promotion of emotional health and wellbeing, and the prevention of mental health problems and emotional difficulties. They also cover the core experiences and outcomes within the Mental, Emotional, Social and Physical Wellbeing organiser at the Third and Fourth level of a Curriculum for Excellence, which are the responsibilities for all (see Appendix 1: Health & Wellbeing). Themes such as inclusion, equality, diversity and stigma may also be introduced and developed using these materials.

Curriculum for Excellence

The Shape of Mind resource supports learning in many aspects of health and wellbeing (see Appendix 1: Health & Wellbeing). It ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes that they need for mental, emotional, social and physical wellbeing now and in the future.

It enables children and young people to:

- Make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- Experience challenge and enjoyment
- Experience positive aspects of healthy living and activity for themselves
- Apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- Make a successful transition to the next stage of education or work
- Establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children

This curriculum resource directly supports and embeds the above principles and provides core opportunities for young people to:

- Be aware of how feelings and emotions affect behaviour
- Understand that feelings and emotions can change as circumstances change
- Know how and where to access support
- Develop skills and strategies that build resilience
- Show empathy and support
- Recognise when support or appropriate signposting is required
- Communicate about emotions and feelings; learning and sharing ways to manage them

Staff may also find the contents of this pack useful in maintaining their own mental & emotional wellbeing as they become familiar with its contents and associated materials.

Principles for Curriculum Design

The aspiration for all children and for every young person is that they should be **successful learners, confident individuals, responsible citizens** and **effective contributors** to society and at work (see Appendix 2: Four Capacities). By providing structure, support and direction to young people's learning through curriculum design, this programme should enable them to develop these four capacities.

This package has taken into account the following principles (see Appendix 3: Curriculum Design Principles):

- **Challenge and enjoyment** - Collaborative discussions which challenge thinking and understanding
- **Breadth** - Cross-curricular links to PSHE programme, literacy, numeracy
- **Progression** - Building on previous knowledge and understanding
- **Depth** - Exploring understanding through discussion groups, games, tasks, etc
- **Personalisation and choice** - Independent learning, exploring feelings and emotions
- **Coherence** - Meaningful links made between previous lessons and prior knowledge
- **Relevance** - Real-life scenarios, role-play

Emotional Literacy

A person's understanding of emotions and ability to cope with them develops over time and with experience. 'Emotional Literacy' may be described as the ability to recognise, interpret, communicate and cope with personal emotions and the emotions of others.

This can be difficult and challenging at times, and having skills to effectively and appropriately manage emotions can be really helpful. This curriculum package aims to support and encourage the development of emotional literacy by presenting a range of emotional issues in a structured manner. Some of these topics may be relevant to the young person or those around them at the time, or in the future. A safe and supportive environment should be maintained when exploring such topics, in which curiosity and empathy may be encouraged (see p14 - Issues to consider).

Through exposure to example stories, presented as a third person narrative, pupils will be invited to consider and explore issues, emotions and strategies. It is hoped that through this process, pupils will be more aware and informed about the impact that emotional and mental health issues can have.

Activities

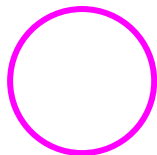
The work is broken up into exercises; each structured in a similar way. The content represents a story about a fictitious individual's situation. These vignettes are presented in the third person so that pupils can work together to discuss, support and advise this individual.

Pupils may be asked to filter, evaluate, collate and perhaps even present information to others in order to gain a greater understanding of a situation and its impact, on behalf of the individuals described.

Working through this curriculum package, pupils will develop knowledge and understanding and skills around the subject of mental and emotional wellbeing. They will also have experience of using a number of more generic skills, many of which link to other curricular areas. (See Appendix 3: Core Skills)

Components

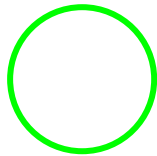
There are three types of case-study component:



Issue/Situation

A scenario, difficulty or problem that the person described is experiencing.

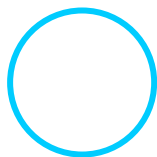
See [Appendix X](#) for a list of issues.



Protective factor

Some positive activity or support already in place for the person that might help them cope with difficult situations or issues.

See [Appendix X](#) for a list of protective factors.



Coping strategy

An approach, skill or action that might help the person to actively engage with, cope or overcome the issue or situation.

See [Appendix X](#) for a list of coping strategies.

Approach

You have the option to deliver elements of this package using a variety of different approaches. A range of methods and formats may be appropriate depending on the issue, pupils and teacher preference. Materials might be used for a single one-off session, or across a series of lessons. You might stick to one format throughout or use a mixture of approaches. Pupils may also be encouraged to collate exercises into a portfolio workbook of issues and strategies covered during the course.

Problem-based learning

Concepts may be explored using a problem-based learning approach. Pupils may be provided with a scenario and challenged to plan strategies and approaches to address the issue.

Individual work

Pupils may be provided with worksheet resources in order for them to independently explore different topics.

Group work / Co-operative learning

Whole class or small group discussions may be facilitated around particular topics. This might be done by distributing materials or projecting the contents of a worksheet for the whole class to see. Sessions may be split to allow time for discussion within groups and then, where appropriate, feedback to the whole class. These resources may be used as a springboard into further discussion, debate and possible role-play exercises.

Computer / Internet access

Pupils can make use of the 'Shape of Mind' website as individuals, in small groups, or as a class where facilities exist. This resource would support pupils to more fully investigate and explore issues, identify advice, options and strategies. If internet access is not possible then case study exercises may also be completed 'off-line'.

Presentation

Interaction + Context

Each case study component is represented as a stand-alone item which may be introduced in isolation. By presenting the topic in isolation, with no surrounding context, this approach can facilitate pupils' focused consideration of a specific issue.

Alternatively, a series of components could be presented from each type-set (ie an issue, protective factor and a strategy). In this way, pupils may be encouraged to consider how different components could interact and potentially modify the impact of an issue. This approach, by offering a background context, introduces a higher degree of complexity.

Narrative

When presenting a series of components, these could all be issued all together, simultaneously. However, components may be introduced in stages over time as additional information to form a narrative storyline that may flow through the lesson. This could reflect a 'real-life' timeline and interaction of issues, which might challenge pupils to modify their understanding and approach. As pupils receive more information about the case study they should be encouraged to actively reconsider the information that they have available. This may introduce alternative perspectives as they adjust their understanding and interpretation of the situation.

Resources

The 'Shape of Mind' website can be used as an integrated part of the learning experience. By making searches and accessing resources on the site, it is hoped that pupils would become more aware and better equipped to recognise problems, identify and consider options, and find strategies to overcome difficulties. (See Appendix 7:

How to access / navigate the site for step-by-step guide to accessing the Shape of Mind site.)

Having made use of resources in order to assist the individuals described in the case study exercises, pupils may be more likely to return to the resource themselves whenever they experience difficulties. They may be more prepared to engage with a tool or service that they have become familiar with through this work. For example, having found details of a helpline, self-help guide, or used a searchable online resource such as 'Shape of Mind'.

Other resources may be useful in supporting the delivery of this curriculum package, and a list of some of these has been provided (see **Error! Reference source not found.**Additional Resources).

Differentiation & Progression

Resources have been designed such that the content may be presented in an age and stage appropriate manner. Issues may be introduced progressively, as required, or as illustrated in our prepared case study examples. Elements may also be presented in isolation, or, for higher ability groups, in combination to reflect a more complex context and scenario.

Progression or differentiation may be achieved by balancing the complexity of individual topics, along with any interactions presented.

In order to address age and stage appropriate topics, a structured progression is suggested below. Suitable topics should accumulate, so issues can be used or re-used at later stages, perhaps in the context of a more complex case-study. Teachers should consider what is appropriate for a class to cover. Five phases have been illustrated, but these are flexible and may be shuffled depending on requirements.

Teachers familiar with the materials, and working with more advanced topics, may eventually choose to break-out into using any combination of multiple issues to construct 'pick and mix' case-studies in order to explore and discuss more complex scenarios, and their interactions, etc.

1 st	Bullying Moving Parental arguments
2 nd	Anger problems Social avoidance Relationship with siblings
3 rd	Exam stress Parental separation Under-age drinking
4 th	Self-identity / Sexuality Weight loss Bereavement
5 th	Depression Traumatic experience Physical disability

Protective factors and strategies may be presented in a more flexible manner. A suggested structure for introducing topics is illustrated on the following page to assist teachers in planning sessions.

Extension

Blank worksheets may be amended by pupils or teachers to generate their own scenarios to extend the use of the package. This facilitates the addition of specific topics, perhaps simpler issues, or more complex subjects as relevant and appropriate to the class.

Set Case Studies

Examples of combinations of topics, and the stages at which it might be appropriate to introduce them.

		Issues & Situations	Protective Factors	Strategies
1	a	Bullying	Supportive friends	Talking to someone
	b	Moving	Exercise	Joining a club/group
	c	Parental arguments	Emotional awareness	
2	a	Anger problems	Supportive family	Relaxation
	b	Social avoidance	Healthy diet / Lifestyle	Understanding problems
	c	Relationship with siblings	Enjoying a challenge	Facing up to situations
3	a	Exam stress		Making good use of time
	b	Parental separation	Life experiences	
	c	Under-age drinking	Confidence in self	
4	a	Self-identity / Sexuality		Contacting a support group
	b	Weight loss		
	c	Bereavement		
5	a	Depression		Remembering success and achievement
	b	Traumatic experience		
	c	Physical disability		

Some example lessons are highlighted as coloured boxes

Issues to consider

Due to the emotionally sensitive nature of the topics covered in this curriculum package, it is necessary to clearly establish a safe environment for pupils and teachers to discuss such matters. Doing so may include stating certain rules and informing pupils about resources that can be made available. Revision of these issues or 'ground-rules' may be required at the beginning of every lesson.

General classroom ground rules / boundaries

Especially around listening to others and respecting the opinions of others during discussions.

Confidentiality

Especially with regard their disclosure of examples. Also a clarification of the limits of confidentiality around child protection.

Boundaries

That a pupil (and teaching staff) are not required or encouraged to disclose information about their own experience.

Availability

Teachers should be prepared to offer time after such a class in order to answer questions and signpost pupils to appropriate further help. Making available a safe place for pupils to access in order to discuss issues raised.

Rapport

The relationships between pupils and teacher should be established. It is best if pupils are familiar with staff members, and you are familiar with the pupils in order to be supportive and sensitive about the topics covered.

Self-care

Be mindful of your own situation, experiences and sensitivities. Consider whether you feel comfortable and able to lead and manage a discussion around an issue which is very relevant to your own circumstances.

Safe use of the internet

Confidentiality, privacy and sharing of information.

Endings

Try to structure the session with sufficient time that topics are not left incomplete. Pupils should not leave a session with unresolved questions.

Signposting

Signposting to services, organisations and information as required and if appropriate. Knowledge of resources and services to be accessed for pupils if they want further support. Awareness of services that may be able to assist, advise or support the delivery of this material.

Continuous Professional Development

Access to training and professional development opportunities in order to better prepare yourself to introduce these subjects and facilitate pupils understanding and discussion.

Learning Experiences & Outcomes

The core experiences and outcomes within this programme describe the expectations for learning within the Mental, Emotional, Social and Physical Wellbeing Organiser within Health and Wellbeing (see Appendix 1: Health & Wellbeing).

Assessment / Evaluation of pupils

Learning across the curriculum allows practitioners to make links between subjects, drawing on a range of themes and topics. As with all aspects of Curriculum for Excellence, assessment practices should be seen from the perspective of the learner. Learners should be engaged in all aspects of assessment processes and be afforded an element of choice and personalisation in showing that they have achieved the intended outcomes.



Assessment / Evaluation of learning & teaching

The following *core* Quality Indicators help with staff evaluating and improving learning and teaching within the ‘Shape of Mind’ programme. The aspects addressed within each of the key areas are closely inter-related, link with other Quality Indicators and are designed to help identify strengths and priorities for improvement.

Impact on learners	
2.1	<p>Learners’ experiences</p> <ul style="list-style-type: none"> • The extent to which learners are motivated and actively involved in their own learning and development

Delivery of education	
5.1	<p>The curriculum</p> <ul style="list-style-type: none"> • The rationale and design of the curriculum • The development of the curriculum • Programmes and courses • Transitions
5.2	<p>Teaching for effective learning</p> <ul style="list-style-type: none"> • The learning climate and teaching approaches • Teacher-pupil interaction including learners’ engagement • Clarity and purposefulness of dialogue (<i>questioning</i>) • Judgments made in the course of teaching
5.3	<p>Meeting learning needs</p> <ul style="list-style-type: none"> • Tasks, activities and resources • Identification of learning needs • The roles of teachers and specialist staff • Meeting and implementing the requirements of legislation
5.8	<p>Care, welfare and development</p> <ul style="list-style-type: none"> • Arrangements for ensuring care, welfare and child protection • Approaches to and provision for meeting the emotional, physical and social needs of children and young people • Curricular and vocational guidance

Partnerships and resources	
8.1	<p>Partnerships with the community, educational establishments, agencies and employers (<i>School board and community</i>)</p> <ul style="list-style-type: none"> • Clarity of purposes and aims • Working across agencies and disciplines • Staff roles in partnerships

Cross-curricular Links

This programme can also be linked to other curricular experiences and outcomes. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

Having introduced a topic using worksheets, you may want to explore a topic in more detail. These may lead off into other subject areas.

Example discussion topics:

- Communication & Relationships – What are appropriate and inappropriate things to say and do?
- Problem solving – How do you make an important decision? Do you weigh up costs and benefits?
- Stigma & Stereotypes – What do you think about a person who has mental health problems, a physical disability, etc?
- Lifestyle issues – What does a healthy lifestyle look like? Is this a goal for you? Why not?
- Exam preparations – How do you deal with stress? What are the consequences of failure?
- Self-identity – How do you define yourself? How do you feel about yourself, your self-esteem, confidence levels, etc? How do others see you?
- Resilience – What could you be doing now to help you cope in the future?

The following examples may illustrate a number of additional options for cross-curriculum links:

- Students may be given an exercise to write a sketch, diary entry or short story about a character experiencing a difficult scenario, for example on the topic of bullying.
- Pupils could be encouraged to dramatise, act-out or mime the content of their case-study, making use of their acting and public speaking skills. Particular emphasis could be placed on the delivery of an appropriate emotional reaction.
- As it may be relevant to a current news item, a subject such as stigma, equality and diversity may be introduced during a session looking at an individual who is affected by disability, for example.
- Holding a debate, with representation from both sides, about whether the legal age for alcohol consumption should be changed
- Asking pupils to design a poster or slogan to promote an appropriate coping strategy, such as healthy eating or relaxation.

Additional Resources

Other resources that may be useful to access:

Emotional support / resources

www.shapeofmind.scot.nhs.uk

www.moodjuice.scot.nhs.uk

www.livinglifetothefull.com

www.childline.org.uk

Staff resources

www.handsonscotland.co.uk

www.staffwise.org.uk

Safe use of internet

www.kidsmart.org.uk

www.wisekids.org.uk

www.thinkuknow.co.uk

Acknowledgements

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- Appendices -

Appendix 1. Health & Wellbeing

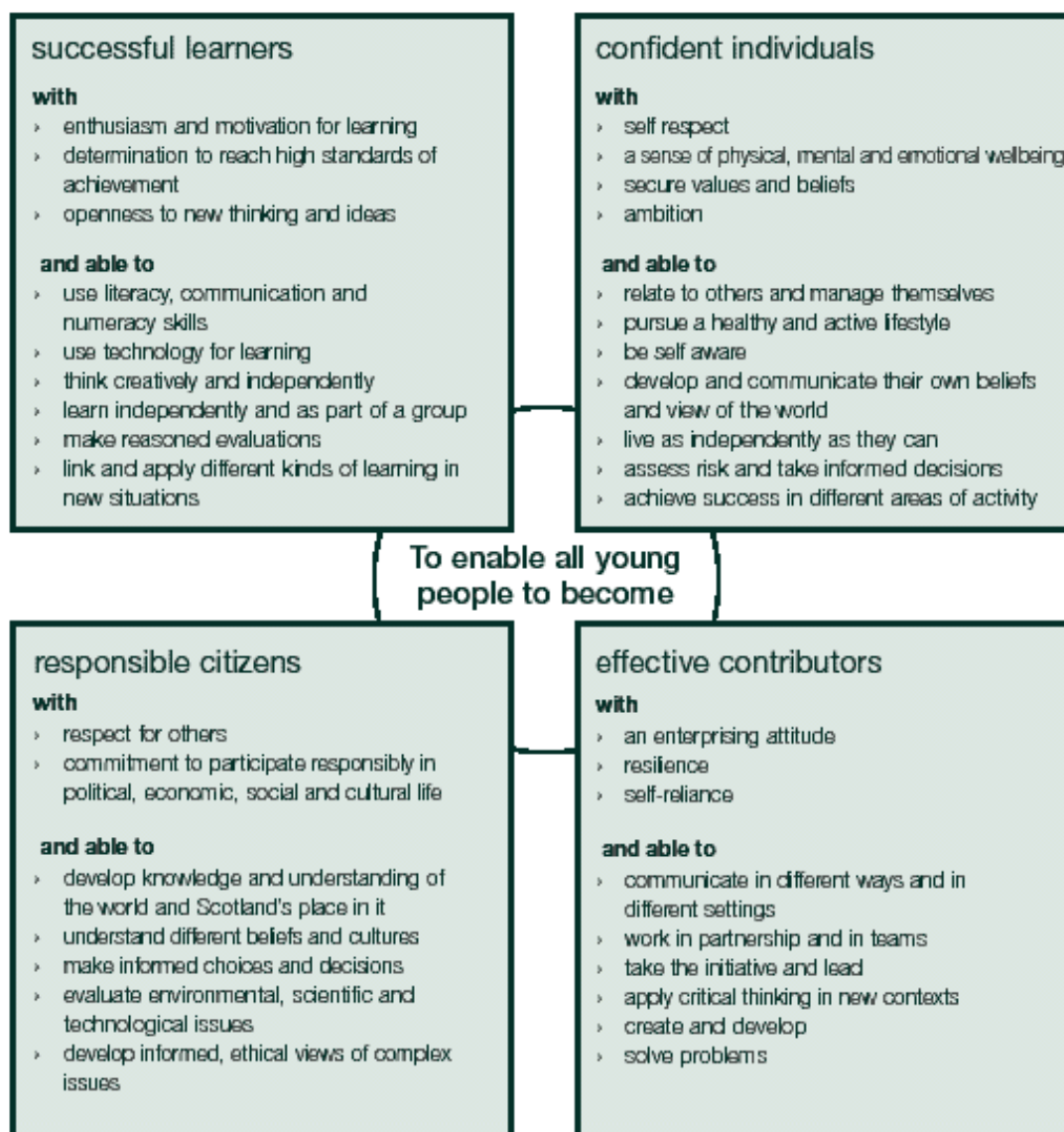
Health & Wellbeing across learning: responsibilities of all.

Experiences and Outcomes

Mental, emotional, social and physical wellbeing				
Mental, emotional, social and physical wellbeing are essential for successful learning.				
The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.				
Early	First	Second	Third	Fourth
I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a				
I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a				
I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a				
I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a				
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a				
I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available. HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a				
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a				
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a				

Appendix 2. Four Capacities

The purpose of the curriculum is encapsulated in the four capacities - to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.



The detailed wording of the four capacities forms a very useful focus for planning choices and next steps in learning. The attributes and capabilities can be used to assess whether the curriculum for any individual child or young person sufficiently reflects the purposes of the curriculum.

Appendix 3. Core Skills

Working through this curriculum package, pupils will develop knowledge and understanding and skills around the subject of mental and emotional wellbeing. They will also have experience of using a number of more generic skills, many of which link to other curricular areas.

- Comprehension and interpretation of information
- Evaluating information and deciding what is most important or helpful
- Research, study skills
- Note-taking / Filling in worksheets
- Computer use
- Navigation of the internet
- Interaction with web-based resources
- Entering appropriate search terms
- Working as an individual to complete work
- Working in a team or group to complete work
- Presentation of findings to wider group or class
- Communication / Debate
- Observation / Listening
- Skills acquisition – being better prepared for such an issue should it occur in their own life
- Re-evaluating and re-interpreting findings based on new and additional information provided

In addition, some of these exercises may contribute to pupils' development of skills which address significant lifelong objectives. Those extend across home, school and work contexts. For example:

- Self awareness – being able to recognise and understand emotions, thoughts and actions
- Coping - being informed about strategies to manage difficult emotions eg anxiety management
- Empathy – recognition and awareness of others' emotional experience
- Communication – an ability to talk about emotions and how they have an impact on different aspects of life

Appendix 4. Curriculum Design Principles

Challenge and enjoyment

Young people should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable young people to sustain their effort.

Breadth

All young people should have opportunities for a broad, suitably-weighted range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other aspects of school life.

Progression

Young people should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Young people should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

Depth

There should be opportunities for young people to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together and exploring and achieving more advanced levels of understanding.

Personalisation and choice

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each young person increasing opportunities for exercising responsible personal choice as they move through their school career. Once they have achieved suitable levels of attainment across a wide range of areas of learning the choice should become as open as possible. There should be safeguards to ensure that choices are soundly based and lead to successful outcomes.

Coherence

Taken as a whole, children's learning activities should combine to form a coherent experience. There should be clear links between the different aspects of young people's learning, including opportunities for extended activities which draw different strands of learning together.

Relevance

Young people should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Appendix 5. Lesson Plan

(example in blue)

SHAPE OF MIND	
AIM	
SCHEDULE	TIME
Introduction - Ground rules established / reviewed	10 min
Exercise 1 - Distribute resources - Explain task - Time for pupils to complete task - Feedback - Discussion	20 min
Exercise 2 - Distribute resources - Explain task - Time for pupils to complete task - Feedback - Discussion	20 min
Conclusion - Review available support	10 min
REQUIRED RESOURCES	
Large sheets of paper	
Scenario cards/discussion pointers	
Pens	
Internet Access	
Any other resources as per lesson plans/suggested activities	

OPPORTUNITIES FOR ACHIEVEMENT

Sharing experiences

LEARNING AND TEACHING ACTIVITIES

scenarios/ discussions/activities

exploring emotions/feelings

co-operative learning groups

review and reflect

SUCCESS CRITERIA

Pupils actively engage in group discussions

ASSESSMENT

HWB 2-49a

Reflect on the work in the lesson and highlight a strategy that will support

NEXT STEPS

Appendix 6. Evaluation

This evaluation may be completed at the end of a series of topics.

1. What topics did you find the most interesting to work on?

2. Are there any topics that would be helpful to cover if you did work this again?

3. How did you find completing the work?

Easy enough



in between



Difficult



Interesting



in between



Boring



Useful



in between



A waste of time



4. Do you have a greater awareness and understanding of emotional issues?

Yes



a little



No



5. Do you feel better equipped to talk about and manage emotions?

Yes



a little



No



6. Do you know how and where to access support if required?

Yes



some idea



No



Please turn over...

If you used the 'Shape of Mind' website during your work:

7. What did you think of the site?

Easy to use 	in between 	Hard to navigate 
Nice to look at 	in between 	Needs work 
Full of useful resources 	in between 	Missing a lot 

8. Did you find what you were looking for on the site?

Always 	mostly 	Hardly ever 
---	---	--

9. Is there anything that you feel the site doesn't cover that it should?

10. Would you go back to the site in your own time?

Yes 	perhaps 	No 
--	--	---

If No, why not? (where would you go otherwise?)

11. If Yes or perhaps, when might you return to the site?
(tick more than one if you like)

If I was finding it hard to cope myself	To support a friend	To research topics, or services & organisations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix 7. How to access / navigate the site

Shape of Mind is a website which contains resources and materials to educate and support young people with emotional issues. Working through case studies, pupils may use their common-sense and life experience alongside additional resources that may be made available. Using the 'Shape of Mind' website, pupils may execute keyword searches and explore the site in order to inform their approach to case-study.

The website may be used as a tool to support pupils answering the questions posed in this workbook. Due to the nature of the questions, they will also have to also draw upon their own social and emotional experience as well as exercising skills such as empathy.

1. Open web-browser
2. Use search-engine to find "Shape of Mind"
3. Type in URL: www.shapeofmind.scot.nhs.uk
4. Execute searches / Use navigation menu

The Shape of Mind site may be navigated primarily using text searches. Having accessed a topic's page, you can then click on a link to resources which are available on that subject.

Site Map / Slides?

